DOCUMENT RESUME

ED 173 265 SP 013 714

TITLE	Test Validity and Reliability (Diagnostic Module 2). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	May 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Inservice Teacher Education; *Instructional Materials; Learning Modules; Student Evaluation; *Testing; *Test Reliability; *Test Validity; Validated Programs

ABSTRACT

The learning module described is for elementary or secondary level teachers who wish to improve their understanding of the meaning of test reliability and validity. The contents of the module are outlined, and activities and resources involved in its use are described. Ordering information on materials is provided, and a critique of the module is included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: TEST VALIDITY AND RELIABILITY (Diagnostic Module 2)

Publication Date(s): 1973

Intended Users: Preservice and inservice teachers interested in improving their testing skills

Grade Level(s): K - 12

Number: Individual or group

Primary Focus: The purpose of this module is to improve the teacher's understanding of the meaning of test reliability and validity. The product is itself an assessment guide with a list of learning alternatives for those who fail to demonstrate competency.

School subject(s) and/or inservice topic(s) covered:

The inservice topic this module addresses is the teacher's thorough understanding of tests and measurements.

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What participant does in using the materials:

Participant:
- Completes the assessment booklet and sets up joint pre-assessment conference with coordinator.
- If pre-assessment is successful, no more need be done.
- If pre-assessment is unsuccessful, does learning alternatives section and sets up need assessment interview with coordinator.

Resources: The nine-page module booklet (including a three-page assessment) is required per participant. (Module contents could be delivered by an instructor, if desired). If this project is implemented in a group, a meeting place is needed. A project coordinator must be available for conferences with individual participants. Learning alternatives (for those who fall below the minimum acceptance level on the pre-assessment) require print and/or audio materials not provided in the module.

Describer critique:

This module is difficult to evaluate because the booklet has only a few textual pages, the rest being Learning Alternatives which must be obtained separately. What material is contained in the booklet is well-organized.

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1.0 PURPOSES:

The rationale of this product is that preservice and inservice teachers need a concrete instrument to understand basic concepts of tests and measurements.

"The competency areas to which this module addresses itself are included in the following objectives:

I. The student* will be able to explain the meaning of test reliability.
II. The student will be able to explain the meaning of test validity in general.
III. The student will be able to explain the 'rule of thumb' for questioning the validity and reliability results of standardized tests. "

The product should deepen understanding of tests, change attitudes toward their use, and increase skills of teachers using them.

*refers to teacher using this module

2.0 CONTENT — Scope and Sequencing of Topics:

This is a printed booklet of nine photocopied pages. Time needed to complete it will vary from one class session for those who already can pass pre-assessment to several sessions for those who must do Learning Alternative sections to pass. A prerequisite to use of material is that all students have completed an orientation to modular instruction.

Contents include:

4 page Introduction
5 page Assessment Booklet (objectives listed)

Included in the Introduction section is a list of learning alternatives to help the student achieve competence in the areas addressed by Objectives I and II.

This last includes a discussion of the purpose of each learning alternative and explanation of what activities are involved in each. The three alternatives are:

1) Complete printed learning package, "Two Basic Characteristics of a Standardized Test" P. Andruczyk and L. Sinatra.

2) Complete audio learning package, "Two Basic Characteristics of a Standardized Test", P. Andruczyk and L. Sinatra.

3) Read and study the designated pages of four books (see 5.3)

The sequence for use of this module is explicit, and it should be followed as the developer has itemized.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Participant must:

- Complete the assessment booklet.
- Set up the joint pre-assessment conference with project coordinator.
- If pre-assessment is successful, there is no more to be done.
- If pre-assessment is not successful, must perform Learning Activities.
- If pre-assessment is not successful, must also set up needs assessment interview with project coordinator.

3.2 Help given in use of product:

There are no additional materials provided for the project coordinator. All instructions for administering the material are contained in the module booklet.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

- Pre-assessment test given
- Conferences set up with project coordinator
- Post assessment test given (same as pre-assessment)

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Time will vary depending on competence of student (one session to several sessions).

A classroom or a conference room is needed.

Resources required for completion of The Learning Alternatives must be obtained for participants who fail to demonstrate competency on the pre-assessment.

5.2 Distributor name/address:

State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222
Contact: Lewis J. Sinatra (716) 862-5012

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
TEST VALIDITY AND RELIABILITY - Diagnostic Module 2	$1.00	No	1/participant	Yes

Learning Alternatives Packet may or may not be needed. (See 5.1)

If needed:
Two Basic Characteristics of a Standardized Test, Paul Andruczyk and Lewis Sinatra

Pages from 4 books:
a) John W. Best, Research in Education, 2nd Ed., Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970.
b) Frederick J. McDonald, Educational Psychology, 2nd Ed., Belmont, California: Wordsworth Publishing Co., Inc., 1965. PP. 590-595.
c) N.M. Downie and R.W. Heath, Basic Statistical Methods, 2nd Ed., New York, New York: Harper & Row, 1965.
d) Robert H. Koenker, Simplified Statistics, Bloomington, Illinois: McKnight & McKnight Publishing, 1961.

he work reported herein was supported by the National Institute of Education, Department of ealth, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publi- ation do not necessarily reflect the position or policy of the National Institute of Education nd no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Lewis J. Sinatra, Project Coordinator, Teachers Corps, State University at Buffalo, and

Paul A. Andruczyk, Associate for Instructional Resources, State University College at Buffalo.

6.2 How developed and when:

Andruczyk, under the guidance of Sinatra, collaborated with teachers, principals, and Teacher Corps interns in the Buffalo metropolitan area to develop this product in the summer of 1973.

6.3 Evidence of effectiveness with users:

The product was field tested on up to 200 teachers in the Buffalo area. No data is available from these field tests.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product is effective in increasing user's knowledge of testing if used as part of the entire Buffalo series. Contact Lewis J. Sinatra for information.

It is adaptable to teachers of all grades in all subject areas.

The technical quality of the product is adequate for the price, but the binding is not durable.

Content accuracy/social fairness/community acceptance issues:

Content seems to be accurate.

Social fairness and community acceptance issues are not problems.

Overall summary/comment:

This is probably a good instrument when used as part of the Buffalo Portal School Diagnostic series. However, little can be determined by the product as a separate entity. Organization does seem simple and logical. The assessment booklet is provided, but the Learning Alternatives material is not.

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